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ABSTRACT

The purposes of the study were to: (1) determine the extent of advisory committee activity in vocational and technical education in the State of Florida, (2) measure the effectiveness of the committees as perceived by members, and (3) discover practices characteristic of effective advisory committees. Two types of committees, a general and a specialized, necessitated distribution of two separate questionnaires to a random sampling of members within each committee type. Data were analyzed in two ways: by cross tabulation indicating the relationship between participants' self-reported effectiveness rating and their responsiveness on committee activities, and by a frequencies program indicating the practices performed most often by each type of committee. The appendixes, which comprise more than half of the document, contain an analysis of each survey item with respect to performance or nonperformance and the categorization of each item as a planning, implementation, or evaluation practice. A list of recommendations for Florida committees was generated from the results of the study and is included in the report. (Author/KH)

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AN EVALUATION OF ADVISORY COMMITTEE EFFECTIVENESS

JULY 1975

FOR THE FLORIDA STATE ADVISORY COUNCIL
ON VOCATIONAL AND TECHNICAL EDUCATION

BY: WILLIAM P. DANENBURG
T. WAYNE KEENE
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U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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August 21, 1975

Mrs. Margaret B. Senne, Chairperson
Florida State Advisory Council on
Vocational & Technical Education
Route 2, Box 237
Melbourne, FL 32901

Dear Mrs. Senne:

This document is submitted as a report concerning the extent to which local advisory committees have been involved in program planning, implementation and evaluation. It further considers the effectiveness of that involvement and the practices that are characteristic of effective advisory committees.

The findings of this study indicate that local advisory committees, both general and specialized, are making a worthy contribution to the districts that they advise. However, it appears, from some of the letters received from respondents, that some committees exist in name only.

The staff and I have appreciated the opportunity of conducting this study for the Florida State Advisory Council on Vocational and Technical Education.

Sincerely yours,

W. P. Danenburg

William P. Danenburg
Principal Investigator

WPD/pm

Final Report

July 1975

AN EVALUATION OF ADVISORY COMMITTEE EFFECTIVENESS

by
William P. Danenburg
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University of South Florida

The project reported herein was conducted for the Florida State Advisory Council on Vocational Education pursuant to a grant administered by the Division of Vocational Education, Florida State Department of Education. Contractors undertaking such projects are encouraged to express freely their professional judgments in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent the official position or policy of the Council or of the Florida Department of Education.

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Education, Florida State University.

William P. Danenburg
T. Wayne Keene
Russell S. Miller

INTRODUCTION

In a complex and changing industrial world, advisory committees are essential to the planning and operation of sound vocational and technical education programs. In order to help meet the occupational education needs of society, the educational system must be aware of those needs as they are reflected in the life of the community. One way for the educational system to accomplish this is to develop a close cooperation between the school and those in the local work force. Advisory committees composed of members recognized as specialists in their fields provide an effective means of furnishing this kind of cooperation.

Although the need for advice from the layman is not new, the rise of advisory committees is a recent phenomenon. Governments, both federal and state, have recognized the need and desirability for industry to participate in vocational education programs.

Each state that desires to receive funds under the Vocational Education Amendments of 1968 must establish a State Advisory Council on Vocational Education (Amendments to the Vocational Education Act of 1963, Public Law 90-576, Section 104 (b) (1)). Although there are no explicit statements concerning the duties, responsibilities and functions of local advisory committees in the Vocational Education Amendments of 1968, these duties, responsibilities and functions can be inferred from the following quotes from Public Law 90-576:

> ". . .due consideration will be given to the results of periodic evaluations of State and local vocational education programs, services, and activities in the light of information regarding current and projected manpower needs and job opportunities, particularly new and emerging needs and opportunities on the local, State, and national levels
>
> . . .(state) policies and procedures assure that . . .applications from local educational agencies for funds have been dev-

eloped in consultation with representatives of the educational and training resources available to the area to be served by the applicant"

Most states, today, stipulate the formation of local advisory committees. The Florida State Board of Education Regulations state (6A-6.68 (2), (3)):

"(2) Each school board and junior college board of trustees shall give specific attention to the occupational programs offered either by direct action or by assigning such responsibility to a general advisory committee for occupational education.

Where an advisory committee is appointed, the membership shall be broadly representative of the major social and economic elements of the community. Such a committee should be appointed by and should serve at the convenience of the boards to advise the board on the development, operation and evaluation of the occupational programs offered. The committee should also recommend to the board the need for advisory committees to programs in specific occupations or cluster of occupations.

(3) The board may appoint such advisory committees for programs in specific occupations or clusters of occupations as it deems necessary to advise with the appropriate instructional staff on the development, operation and evaluation of the program or programs for which it is appointed. Membership on such a committee or committees should be comprised of persons familiar with the requirements for employment and successful performance in the occupation with which it is concerned."

The Florida State Plan for the Administration of Vocational Education under the Vocational Education Amendments of 1968 contains the following directives (July, 1974):

"Information concerning manpower needs and job opportunities and its relationships to economic development is obtained in a variety of ways including the following:

Advisory committee information and judgments are incorporated"

"The application of the local educational agency shall contain assurance that a local advisory committee will be established consisting of representatives of the employment service, labor groups, employers, and other interested community agencies to provide counsel and other appropriate assistance in the identification of suitable jobs for persons who enroll in cooperative vocational education programs."

The purpose of this study was threefold. An attempt was made (1) to

determine the extent to which advisory committees in the State of Florida have been involved in program planning, implementation and evaluation, (2) to determine the effectiveness of this involvement as perceived by advisory committee members, and (3) to determine the organizational practices or critical factors that are characteristic of effective advisory committees.

A review of the literature provides the interested reader with considerable material on advisory committees. Most of this material deals with the founding and functions of such committees; very little of it concerns the effectiveness of advisory committees. However, there has been a recent emphasis upon determining the effectiveness of advisory committees. Some states, such as Ohio[1] and New Jersey[2], have attemped to study the subject of committee effectiveness. Florida has now joined these states in an attempt to provide such information for the improvement, development, and expansion of vocational education programming.

DEFINITIONS

For the purposes of this study, a vocational education advisory committee was defined as a group of persons chosen from the business industrial and governmental community to advise those responsible for planning, implementing and evaluating vocational education programs. Basically, there are two types of advisory or consultative committees functioning at the local level: (1) a general advisory committee, and (2) a specialized advisory committee. These are the two kinds of committees considered by this study.

The general advisory committee is concerned with the total vocational and technical education program in a school or college district.

The specialized advisory committee is concerned with a particular trade, field, or cluster of occupations.

The study defines advisory committee effectiveness as: (1) the extent to which the members are attending and participating in committee meetings, (2) the extent to which tasks are completed, and (3) the quality of contributions which are made to those responsible for planning, implementing and evaluating vocational education programs.

SUBJECTS

The study design called for sampling from the population of Florida vocational education advisory committee membership. The sample was stratified according to the two types of committees: (1) General, and (2) Specialized. The total individual membership of the general committees was 432; the membership of the specialized committees was 6,073 individuals. Lists of members were provided by the Florida Department of Education.

Sampling consisted of systematic selection from randomly-listed members within each committee type. One hundred seventy-one questionnaires were mailed to members of the general committees. Two hundred sixty questionnaires were mailed to members of the specialized committees. One hundred thirty-three usable returns were received from members of general committees, and 142 usable returns were received from members of specialized committees. Both of these response rates provide an error of estimation of nine percent with a confidence coefficient of 95 percent.

Included on these committees are both educational and lay people. Approximately six percent of the responses of the general advisory committees were from educational personnel; the remaining 95 percent were from lay people. Approximately 16 percent of the responses from the specialized advisory committees were from educational personnel. For further information on the distribution of committee membership, see Item 1 on page 20 for the general committees and Item 1 on page 34 for the specialized committees.

All five of the Department of Education geographical areas are represented. Appendix E shows the counties from which the sampling was made. All nine vocational program areas were included in the sample (for details see Item 4 of the specialized advisory committee questionnaire, Appendix A).

PROCEDURE

Questionnaire design for this study was based on recent literature relating to advisory committees and interviews of advisory committee members and vocational and technical educators in school districts and community colleges. Although general and specialized committees share much in common, the differences between the two necessitated the use of two different questionnaires. The questionnaires were put into final form after being field-tested by personal interviews and being reviewed by the Executive Director of the Florida State Advisory Council on Vocational Education (See Appendix D).

Two follow-up mailings were made to non-respondents. Of the 307 questionnaires returned, 275 were usable. Many of the nonusable questionnaires were returned incomplete because some of the people sampled felt that they had not been on a committee long enough to be qualified to answer the questions. Others indicated that they didn't realize that they were members of a committee. Refer to Appendix C for excerpts of letters from the above group.

After the data were collected, a number of descriptive statistics were generated using the SPSS[3] computer program FREQUENCIES. Also, the SPSS computer program CROSSTABS was used to generate 2 x 2 crosstabulation tables which showed the relationship between the participants' self-reported effectiveness rating and their responses on committee activities.

In running the FREQUENCIES program, the responses of both types of questionnaires (general and specialized) were broken down into two categories: (1) those committees that advised a community college, and

(2) those that advised a school district. This division was made so that the answers of the respondents who reported to a school district could be compared with the answers of the respondents who reported to a community college.

The results of the CROSSTABS program were ranked using the phi coefficient, an index of statistical association. That practice that related most strongly with effectiveness was given a rank of 1; that which had the weakest relationship was given the largest numerical rank.

Additional items were included in the questionnaire beyond that which was necessary to fulfill the purposes of this study. The investigators recognize that this additional data provides the basis for needed further research.

LIMITATIONS

Since the percent of usable returns (142 out of 260, or 55 percent, for the specialized committees; 133 out of 171, or 78 percent, for the general committees) was not equal to the sample size, caution should be exercised in generalizing beyond the responses actually received.

The self-rating on effectiveness could be influenced by personal perception. However, there is some consistency between how the respondents rated their committees on effectiveness and how they responded to committee practices. That is--those who rated their committee as "outstanding" showed more "yes" responses than those who rated their committee "adequate" or "poor."

FINDINGS

Effectiveness

An analysis of the responses indicates that advisory committees consider themselves to be an effective force in vocational education in the State of Florida. Based on a self-reporting scale, survey Item 7 of the specialized advisory committee's questionnaire shows that 25 percent of the committee members considered their committee to be "outstanding" in effectiveness; 55 percent considered their committee to be "adequate" in effectiveness; 14 percent considered their committee to be "poor" in effectiveness. Six percent of the respondents did not rate their committee with regard to effectiveness.

Survey Item 5 of the general advisory committee questionnaire shows that 19 percent of the committee members considered their committee to be outstanding in effectiveness; 60 percent considered their committee to be adequate in effectiveness; 19 percent considered their committee to be poor in effectiveness. Only two percent of the respondents did not rate their committee with regard to effectiveness.

In summary, over 75 percent of the respondents from both types of committees felt that their committee was functioning in a sufficient ("outstanding" and "adequate") manner with regard to participation of members, attendance, completion of tasks, and quality of advisory contributions.

Extent of Involvement

The extent of the involvement of the general committees is seen by observing their responses to survey Item 18 through 32 of the general

questionnaire. The extent of the involvement of the specialized committees is indicated by their answers to survey Item 13 through 35 of the specialized questionnaire. (See Appendix A for details.)

The top five practices (in terms of frequency) as performed by those general committees reporting to a school district (listed in the order of performance based on the percent of positive responses) are:

Item 18 - Advises the School District on the Development of New Courses and Programs and/or the Elimination of Unneeded Existing Courses and Programs (72%)

Item 27 - The Committee Communicates Training and Manpower Needs in Business, Industry, Government and Labor to the School Districts (72%)

Item 22 - Provides Information for the Community on the Role of Vocational Education (65%)

Item 21 - Assist in Arranging Cooperative Work-Study Employment for Vocational Education Students (50%)

Item 20 - Assists in the Procurement of Available Training Equipment and Supplies from Business, Industry and/or Trade Associations (46%)

The top five practices, as performed by those general committees reporting to a community college are:

Item 22 - Provides Information for the Community on the Role of Vocational Education (77%)

Item 27 - The Committee Communicates Training and Manpower Needs in Business, Industry, Government and Labor to the School Districts (77%)

Item 18 - Advises the School District on the Development of New Courses and Programs and/or the Elimination of Unneeded Existing Courses and Programs (73%)

Item 21 - Assists in Arranging Cooperative Work-Study Employment for Vocational Education Students (62%)

Item 20 - Assists in the Procurement of Available Training Equipment and supplies from Business, Industry and/or Trade Associations (58%)

The top five practices, as performed by those specialized committees reporting to a school district are:

Item 14 - Reviews Course Content, Course Outlines, Instructional Material and Textbooks Being Used (67%)

Item 13 - Reviews Equipment and Facilities (63%)

Item 24 - Forecasts Trends Which Affect Future Training and Employment (58%)

Item 15 - Provides Speakers as Resource Instructors to Assist Teachers (53%)

Item 17 - Provides Job Descriptions and Industry Occupational Standards for Entry-Level Jobs (53%)

The top five practices, as performed by those specialized committees reporting to a community college are:

Item 14 - Reviews Course Content, Course Outlines, Instructional Material and Textbooks Being Used (83%)

Item 13 - Reviews Equipment and Facilities (70%)

Item 24 - Forecasts Trends Which Affect Future Training and Employment (56%)

Item 17 - Provides Job Descriptions and Industry Occupational Standards for Entry-Level Jobs (56%)

Item 19 - Assists in Placing School Graduates In Jobs (48%)

Categorization of committee practices into (1) planning, (2) implementation, or (3) evaluation affords some interesting insights (See Appendix B). Table 1 provides a summary of the data concerning these three categories.

On the average, nearly 49 percent of the respondents from general committees reporting to a school district said they were performing the planning practices; 53 percent said they were performing the implementation practices; and 33 percent said they were performing evaluation practices.

TABLE 1

PERCENTAGE REPORTING PERFORMANCE OF THREE CATEGORIES OF PRACTICES, BY TYPE OF COMMITTEE AND TYPE OF DISTRICT

Type of Committee and Practice Category	Committees Advisory To School District	Committees Advisory To Community College
General		
Planning	45.5 %	43.6 %
Implementation	49.1	62.5
Evaluation	30.6	25.0
Specialized		
Planning	39.7	33.1
Implementation	38.5	31.4
Evaluation	39.2	37.6

Compare the above figures with those from the respondents reporting to a community college. Only 11 percent said they were performing the planning practices; only 16 percent said they were performing the implementation practices; less than seven percent said they were performing evaluation practices.

Concerning the specialized committees, 32 percent of the respondents reporting to a school district said they were performing the planning practices; 30 percent said they were performing the implementation practices; and 31 percent said they were performing the evaluation practices.

Compare the figures in the above paragraph with those from respondents reporting to a community college. Approximately 21 percent said they were performing the planning practices; 20 percent said they were performing the implementation practices, and 24 percent said they were performing the evaluation practices.

The percent of performance of both general and specialized committees reporting to community colleges is consistently lower than those reporting to a school district. However, the highest rate of those reporting to a school district is not over 53 percent, for the implementation category.

It is interesting to note the consistency with which both the district and college divisions of the specialized committees are performing the three categories of planning, implementation, and evaluation. That is, the percent of performance is approximately the same across the three areas for the district division. The same is true for the college division. However, this consistency does not hold true with regard to the general advisory committees. That is, there is less evaluation going on among these committees than planning or implementation.

The above figures indicate that there is a discrepancy between how effective the committee members perceived their committees to be and the degree to which the committees were actually performing the practices indicative of effectiveness. For example, slightly over 75 percent of the committee members considered their committee to be effective; however, the range of actual practice varied from seven percent for evaluation to a high of only 53 percent for implementation.

Critical Factors

The critical factors (practices) utilized by effectively functioning advisory committees were determined by comparing the "yes" responses (i.e., the activity was performed) of those who rated their committee "outstanding" with the "yes" responses of those who rated their committee "poor." (For details, see Appendix B.) Overall, the practices of the general committees related more strongly to effectiveness than did those of the specialized committees. Twelve of the 15 (80 percent) general committee practices and 13 of the 23 (57 percent) specialized committee practices were statistically significant at the .05 level.

In the general committees, significantly strong association between practices and effectiveness was found for six planning practices, three implementation practices, two evaluation practices, and one practice not categorized. For specialized committees, the corresponding figures were three planning practices, five implementation practices, and five evaluation practices. Table 2 lists these practices.

TABLE 2

LIST OF PRACTICES ASSOCIATED WITH EFFECTIVENESS

AT A STATISTICALLY SIGNIFICANT LEVEL,

BY TYPE OF COMMITTEE

(Ranked in descending order of strength of association, within each committee type)

General Committees

Is your committee primarily serving as a "rubber stamp" for school or college district ideas (negative association)

Provides information for the community on the role of vocational education (I)*

Assists in the procurement of available training equipment and supplies from business, industry and/or trade associations (I)

Receives reports from district or college administration on disposition of previous advice given by the committee (I)

Studies and suggests improved teaching techniques for vocational education (P)

Suggests research and evaluation projects for vocational education (P)

Reviews and recommends local, state and/or national legislation to improve vocational education (E)

Advises the school district on the development of new courses and programs and/or the elimination of unneeded existing courses and programs (P)

Makes suggestions for the resolution of conflicts between schools and apprenticeship committees (P)

The committee communicates training and manpower needs of business, industry, government and labor to the school district (P)

Advises concerning proper sequencing and unnecessary duplication of vocational education programs among Junior High Schools, Senior High Schools, Area Vocational-Technical Centers and Community Colleges (P)

Reviews the budget to determine its adequacy for supporting necessary and appropriate vocational educational programs in the district. (E)

TABLE 2, CONT.

Specialized Committees

Assists in comparing program accomplishments with program objectives (E)

Recommends teacher candidates for vocational education (I)

Provides speakers as resource instructors to assist teachers (I)

Provides needed materials and equipment for exhibit and instructional purposes in classrooms and shops (I)

Assists in evaluating the graduate's performance on the job (E)

Forecasts trends which affect future training and employment (P)

Receives reports from school on disposition of previous advice given by the committee (I)

Assists in surveys of local manpower industry needs (P)

Reviews course content, course outlines, instructional material and textbooks being used (E)

Suggests teacher recruitment policies (P)

Assists in evaluating student performance in school (E)

Reviews equipment and facilities (E)

Recommends possible places of employment for cooperative education students (I)

* I = Implementation, P = Planning, E = Evaluation

RECOMMENDATIONS

1. Attention should be given to both specialized and general advisory committees in school and college districts toward improving these committees' performance in planning, implementation and evaluation.

2. Teachers and administrators in both college and school districts need to develop more skill in using advisory committees. Greater attention to this need should be given in both pre- and in-service staff development programs.

3. Specialized advisory committee members need more orientation regarding the discharge of their responsibilities in all areas. Special attention should be given to their responsibility in the area of evaluation.

4. Advisory committees, both general and specialized, should include greater labor union representation, pages 21 and 35.

5. Districts need to reactivate their advisory committees. Many committees report that they have not met during the past two years, pages 22 and 37.

6. Greater attention should be given to advisory committee housekeeping practices, e.g., distribution of minutes of meetings, prepared agendas, etc.

7. Appointment to advisory committees should be for a specified length of time, with staggered terms preferable, pages 26 and 27.

8. A district staff member should serve as an ex officio, non-voting member of all advisory committees, page 28.

9. District staff members should report back to advisory committees to a greater extent on disposition of previous advice given, pages 21 and 49.

10. General advisory committees should more often review and make recommendations regarding the appropriateness of district budgets for vocational education, page 32.

11. Advisory committees should, to a greater extent, review district and program placement and follow-up information, page 33.

12. Specialized advisory committees should give greater attention to advising on job standards and manpower needs, pages 43 and 44.

13. Specialized committees should play a more active role in the performance evaluation of students, teachers and graduates, page 47.

SUMMARY

The primary purposes of the study were (1) to determine the extent to which advisory committees in the state of Florida have been involved in program planning, implementation, and evaluation; (2) to determine the effectiveness of this involvement as perceived by advisory committee members; (3) to determine the practices, or critical factors, that are characteristic of effective advisory committees.

Data relation to committee practices and effectiveness was collected by survey questionnaire from a stratified random sample and analyzed using computer-generated descriptive and correlational techniques. For purposes of analysis, committees were separated into two types -- general committees (concerned with the total vocational/technical education program) and specialized committees (concerned with a particular trade or cluster of occupations). Committees were further divided according to whether they reported to (advised) school districts or community colleges.

The extent of involvement of both the general and specialized committees (in terms of performance of planning, implementation, and evaluation practices) reporting to school districts is greater than that of the committees reporting to community colleges. The greatest involvement of general committees is in implementation. The least involvement is in evaluation. The greatest involvement of specialized committees is in evaluation, and the least involvement is in implementation.

Approximately 80 percent of the members of both types of committees considered themselves to be outstanding or adequate in effectiveness as indicated by participation, attendance, task completion, and overall quality of advisory contribution.

There seems to be a discrepancy between committee member's perception of their committee's effectiveness and the extent to which the committees are actually performing effective practices. Slightly over 75 percent considered their committee to be satisfactorily effective. However, the highest practice rate reported was 43 percent (for the category, implementation practices); the lowest was 34 percent (for the category, evaluation practices).

A significant correlation between committee effectiveness and the performance of certain practices was revealed by the analysis. The relationship was stronger for general committees than specialized committees. The number of significant practices for general committees was 12; the number for specialized committees was 13.

REFERENCES

1. Ohio Department of Education. Survey of Advisory Committees In Vocational Education in Ohio Public School Districts. Columbus, Ohio: The Department, n. d.

2. Bennett, James G. Local Advisory Committees Serving Vocational Education in New Jersey Public Schools. Trenton: New Jersey Advisory Council on Vocational Education, 1971.

3. Nie, N.H. et al. Statistical Package for the Social Sciences. 2nd ed. New York: McGraw - Hill, 1975

APPENDIX A

GENERAL ADVISORY COMMITTEE

NUMBER AND PERCENTAGE OF RESPONSES RECEIVED FOR EACH SURVEY ITEM

TOTAL RESPONSE BROKEN DOWN BY COLLEGE AND DISTRICT ADVISED

SURVEY ITEM 1

OUR ADVISORY COMMITTEE ADVISES: (CHECK ONE) A SCHOOL DISTRICT _____, A COMMUNITY COLLEGE _____*

Community College		School District		Total Number of Responses
#	%	#	%	
26	19.5	107	80.5	133

*Succeeding responses are broken down according to school district or community college advised.

SURVEY ITEM 2

TO WHOM DOES YOUR ADVISORY COMMITTEE REPORT OR RENDER ITS ADVICE: (CHECK ONE) SUPERINTENDENT _____, PRESIDENT _____, DEAN OR DIRECTOR _____, SCHOOL OR COLLEGE BOARD _____, OTHER _____.

Title	Total		Community College		School District	
	#	%	#	%	#	%
Superintendent	44	33.1	1	3.8	43	40.2
President	8	6.0	8	30.8	0	0.0
Dean/Director	53	39.8	14	53.8	39	36.4
School/College Board	11	8.3	2	7.7	9	8.4
Other	12	9.0	0	0.0	12	11.2
No Answer	5	3.8	1	3.8	4	3.7

SURVEY ITEM 3

PLEASE CHECK YOUR POSITION TITLE BELOW: SCHOOL DISTRICT STAFF MEMBER _____, COMMUNITY COLLEGE STAFF MEMBER _____, OTHER GOVERNMENTAL AGENCY STAFF MEMBER _____, REPRESENTATIVE FROM BUSINESS OR INDUSTRY _____, REPRESENTATIVE FROM LABOR UNION _____, STUDENT _____, OTHER _____.

Position Title	Total		Community College		School District	
	#	%	#	%	#	%
School District Staff Member	6	4.5	0	0.0	6	5.6
Community College Staff Member	2	1.5	2	7.7	0	0.0
Other Governmental Agency Staff Member	29	21.8	6	23.1	23	21.5
Representative from Business or Industry	80	60.2	16	61.5	64	59.8
Representative from Labor Union	1	0.8	0	0.0	1	0.9
Student	0	0.0	0	0.0	0	0.0
Other	15	11.3	2	7.7	13	12.1

SURVEY ITEM 4

PLEASE INDICATE THE APPROXIMATE NUMBER OF MEETINGS HELD IN: SCHOOL YEAR 1973/74 - _____, SCHOOL YEAR 1974/75 - _____

School Year 1973/74

Number of Meetings Held	Total #	Total %	Community College #	Community College %	School District #	School District %
0	35	26.3	4	15.4	31	29.0
1	17	12.8	6	23.1	11	10.3
2	25	18.9	8	30.8	17	15.9
3	23	17.3	3	11.5	20	18.7
4	19	14.3	1	3.8	18	16.8
5	4	3.0	2	7.7	2	1.9
6	4	3.0	1	3.8	3	2.8
7	1	0.8	0	0.0	1	0.9
8	2	1.5	0	0.0	2	1.9
10	1	0.8	0	0.0	1	0.9
23	1	0.8	0	0.0	1	0.9
30	1	0.8	1	3.8	0	0.0

Mean of meetings held = 2.6

Mode of meetings held = 0

Median of meetings held = 2.1

School Year 1974/75

Number of Meetings Held	Total #	Total %	Community College #	Community College %	School District #	School District %
0	13	9.8	2	7.7	11	10.3
1	29	21.8	8	30.8	21	19.6
2	34	25.6	7	26.9	27	25.2
3	21	15.8	2	7.7	19	17.8
4	20	15.0	3	11.5	17	15.9
5	8	6.0	1	3.8	7	6.5
6	4	3.0	2	7.7	2	1.9
7	2	1.5	0	0.0	2	1.9
8	1	0.8	0	0.0	1	0.9
30	1	0.8	1	3.8	0	0.0

Mean of meetings held = 2.8

Mode of meetings held = 2

Median of meetings held = 2.5

SURVEY ITEM 5

BASED ON PARTICIPATION OF MEMBERS, ATTENDANCE, COMPLETION OF TASKS, AND QUALITY OF ADVISORY CONTRIBUTIONS, HOW WOULD YOU RATE THE EFFECTIVENESS OF YOUR GENERAL ADVISORY COMMITTEE: OUTSTANDING _____, ADEQUATE _____, POOR _____.

Effectiveness Rating	Total #	Total %	Community College #	Community College %	School District #	School District %
Outstanding	25	18.9	2	7.7	23	21.5
Adequate	80	60.2	18	69.2	62	57.9
Poor	26	19.5	6	23.1	20	18.7
No Answer	2	1.5	0	0.0	2	1.9

SURVEY ITEM 6

COMMITTEE MEMBERS HAVE AN ADEQUATE KNOWLEDGE OF WHAT IS EXPECTED OF THEM: YES _____, NO _____

	Total #	Total %	Community College #	Community College %	School District #	School District %
Yes	100	75.2	21	80.8	79	73.8
No	33	24.8	5	19.2	28	26.2

SURVEY ITEM 7

THE COMMITTEE NORMALLY MEETS ACCORDING TO A PRE-ESTABLISHED SCHEDULE _____, ON AN "ON CALL" BASIS _____, OR BOTH _____ (CHECK ONE)

Meetings	Total #	Total %	Community College #	Community College %	School District #	School District %
Scheduled	22	16.5	3	11.5	19	17.8
Called	78	58.6	18	69.2	60	56.1
Both	32	24.1	4	15.4	28	26.2
No Answer	1	0.8	1	3.8	0	0.0

SURVEY ITEM 8

USUALLY, THE PERCENTAGE OF MEMBERS ATTENDING THE MEETING IS: LESS THAN 25% _____, 26% - 50% _____, 51% - 75% _____, OVER 75% _____

Percentage of Members	Total #	Total %	Community College #	Community College %	School District #	School District %
Less than 25%	5	3.8	0	0.0	5	4.7
26% - 50%	19	14.3	4	15.4	15	14.0
51% - 75%	61	45.9	11	42.3	50	46.7
Over 75%	40	30.1	8	30.8	32	29.9
No Answer	8	6.0	3	11.5	5	4.7

SURVEY ITEM 9

AN AGENDA IS PREPARED AND DISTRIBUTED ONE DAY OR MORE PRIOR TO THE MEETINGS: YES _____, NO _____

	Total #	Total %	Community College #	Community College %	School District #	School District %
Yes	75	56.4	14	53.8	61	57.0
No	56	42.1	12	46.2	44	41.1
No Answer	2	1.5	0	0.0	2	1.9

SURVEY ITEM 10

MINUTES OF MEETINGS ARE SENT OUT TO (CHECK THOSE APPLICABLE): MEMBERS _____, SCHOOL OR COLLEGE BOARD _____, DIRECTOR _____, DEAN _____, SUPERINTENDENT _____, COLLEGE PRESIDENT _____.

	Total		Community College		School District	
	#	%	#	%	#	%
Members - Yes	99	74.4	19	73.1	80	74.8
Members - No	34	25.6	7	26.9	27	25.2
School or College Board-Yes	16	12.0	2	7.7	14	13.1
School or College Board-No	117	87.9	24	92.3	93	86.9
Director - Yes	23	17.3	3	11.5	20	18.7
Director - No	110	82.7	23	88.5	87	81.3
Dean - Yes	9	6.8	6	23.1	3	2.8
Dean - No	124	93.2	20	76.9	104	97.2
Superintendent - Yes	42	31.6	3	11.5	39	36.4
Superintendent - No	91	68.4	23	88.5	68	63.6
College President - Yes	7	5.3	6	23.1	1	0.9
College President - No	126	94.7	20	76.9	106	99.1

SURVEY ITEM 11

CHAIRMEN OF SPECIALIZED (E.G., AUTO MECHANICS, COSMETOLOGY) VOCATIONAL COMMITTEES IN YOUR DISTRICT SERVE AS MEMBERS OF THE GENERAL ADVISORY COMMITTEE: ALL _____, SOME _____, NONE _____

	Total		Community College		School District	
	#	%	#	%	#	%
All	13	9.8	3	11.5	10	9.3
Some	70	52.6	14	53.8	56	52.3
None	33	24.8	5	19.2	28	26.2
No Answer	17	12.8	4	15.4	13	12.1

SURVEY ITEM 12

HOW MANY MEMBERS ARE THERE ON YOUR GENERAL ADVISORY COMMITTEE? _____

Number of Members	Total #	Total %	Community College #	Community College %	School District #	School District %
4	1	0.8	1	3.8		
5	8	6.0	1	3.8	7	6.5
6	9	6.8	1	3.8	8	7.5
7	3	2.3	1	3.8	2	1.9
8	8	6.0	0	0.0	8	7.5
9	4	3.0	1	3.8	3	2.8
10	9	6.8	3	11.5	6	5.6
11	1	0.8	1	3.8	0	0.0
12	10	7.5	3	11.5	7	6.5
13	1	0.8	0	0.0	1	0.9
14	3	2.6	0	0.0	3	2.8
15	8	6.0	1	3.8	7	6.5
16	3	2.5	2	7.7	1	0.9
17	2	1.5	0	0.0	2	1.9
18	4	3.0	1	3.8	3	2.8
20	11	8.2	2	7.7	9	8.4
24	5	3.7	0	0.0	5	4.7
25	5	3.7	1	3.8	4	3.7
27	1	0.8	0	0.0	1	0.9
28	1	0.8	0	0.0	1	0.9
30	3	2.2	1	3.8	2	1.9
31	1	0.8	0	0.0	1	0.9
45	1	0.8	0	0.0	1	0.9
No Answer	31	23.3	6	23.1	25	23.4

SURVEY ITEM 13

FOR HOW MANY YEARS WERE YOU APPOINTED AS A COMMITTEE MEMBER? _____

Number of Years	Total #	Total %	Community College #	Community College %	School District #	School District %
1	28	21.1	3	11.5	25	23.4
2	26	19.5	6	23.1	20	18.7
3	24	18.0	4	15.4	20	18.7
4	7	5.3	1	3.8	6	5.6
5	7	5.3	1	3.8	6	5.6
6	1	0.8	1	3.8	0	0.0
7	1	0.8	0	0.0	0	0.0
8	1	0.8	0	0.0	1	0.9
10	4	3.0	0	0.0	4	3.7
17	1	0.8	0	0.0	1	0.9
No Answer	34	25.5	10	38.5	24	22.2

SURVEY ITEM 14

DO MEMBERS SERVE FOR STAGGERED TERMS: YES _____, NO _____

	Total		Community College		School District	
	#	%	#	%	#	%
Yes	39	29.3	7	26.9	32	29.9
No	65	48.9	13	50.0	52	48.6
No Answer	29	21.8	6	23.1	23	21.5

SURVEY ITEM 15

WHO APPOINTED YOU TO THE GENERAL ADVISORY COMMITTEE: SUPERINTENDENT _____, COLLEGE PRESIDENT _____, DIRECTOR _____, DEAN _____, SCHOOL BOARD _____, COLLEGE BOARD OF TRUSTEES _____, OTHER _____.

Title	Total		Community College		School District	
	#	%	#	%	#	%
Superintendent	55	41.4	3	11.5	52	48.6
College President	14	10.5	12	46.2	2	1.9
Director	31	23.3	5	19.2	26	24.3
Dean	3	2.3	2	7.7	1	0.9
School Board	12	9.0	2	7.7	10	9.3
College Board of Trustees	1	0.8	1	3.8	0	0.0
Other	12	9.0	1	3.8	11	10.3
No Answer	5	3.8	0	0.0	5	4.7

SURVEY ITEM 16

DOES A SCHOOL OR COLLEGE STAFF MEMBER SERVE AS A MEMBER? YES, EX OFFICIO _____, YES, VOTING _____, NO _____

	Total		Community College		School District	
	#	%	#	%	#	%
Yes, ex officio	75	56.4	13	50.0	62	57.9
Yes, Voting	37	27.8	9	34.6	28	26.2
No	9	6.8	2	7.7	7	6.5
No Answer	12	9.0	2	7.7	10	9.3

SURVEY ITEM 17

TO WHAT DEGREE HAS THE DISTRICT ACTED FAVORABLY ON YOUR RECOMMENDATIONS?

SLIGHTLY _____, MODERATELY _____, GREATLY _____

	Total		Community College		School District	
	#	%	#	%	#	%
Slightly	12	9.0	3	11.5	9	8.4
Moderately	55	41.2	11	42.3	44	41.1
Greatly	47	35.3	10	38.5	37	34.6
No Answer	19	14.3	2	7.7	17	15.9

SURVEY ITEM 18*

ADVISES THE SCHOOL DISTRICT ON THE DEVELOPMENT OF NEW COURSES AND PROGRAMS AND/OR THE ELIMINATION OF UNNEEDED EXISTING COURSES AND PROGRAMS

	Total		Community College		School District	
	#	%	#	%	#	%
Performed	96	72.2	19	73.1	77	72.0
Not Performed	37	27.8	7	26.9	30	28.0

*Survey questionnaire instructions for items 18 through 32 state, "Please indicate (by placing an X in front of the number) if your committee has performed or is performing the following activities"

SURVEY ITEM 19

STUDIES AND SUGGESTS IMPROVED TEACHING TECHNIQUES FOR VOCATIONAL EDUCATION

	Total		Community College		School District	
	#	%	#	%	#	%
Performed	49	36.8	10	38.5	39	36.4
Not Performed	84	63.2	16	61.5	68	63.6

SURVEY ITEM 20

ASSISTS IN THE PROCUREMENT OF AVAILABLE TRAINING EQUIPMENT AND SUPPLIES FROM BUSINESS, INDUSTRY AND/OR TRADE ASSOCIATIONS

	Total		Community College		School District	
	#	%	#	%	#	%
Performed	64	48.1	15	57.7	49	45.8
Not Performed	69	51.9	11	42.3	58	54.2

SURVEY ITEM 21

ASSISTS IN ARRANGING COOPERATIVE WORK-STUDY EMPLOYMENT FOR VOCATIONAL EDUCATION STUDENTS

	Total		Community College		School District	
	#	%	#	%	#	%
Performed	69	51.9	16	61.5	53	49.5
Not Performed	64	48.1	10	38.5	54	50.5

SURVEY ITEM 22

PROVIDES INFORMATION FOR THE COMMUNITY ON THE ROLE OF VOCATIONAL EDUCATION

	Total		Community College		School District	
	#	%	#	%	#	%
Performed	89	66.9	20	76.9	69	64.5
Not Performed	44	33.1	6	23.1	38	35.5

SURVEY ITEM 23

SUGGESTS RESEARCH AND EVALUATION PROJECTS FOR VOCATIONAL EDUCATION

	Total		Community College		School District	
	#	%	#	%	#	%
Performed	37	27.8	6	23.1	31	29.0
Not Performed	96	72.2	20	76.9	76	71.0

SURVEY ITEM 24

REVIEWS THE POLICIES AND ACTIVITIES OF CO-CURRICULAR VOCATIONAL STUDENT ORGANIZATIONS (e.g., FFA, VICA, DECA, FBLA) AND MAKES RECOMMENDATIONS FOR THEIR IMPROVEMENT

	Total		Community College		School District	
	#	%	#	%	#	%
Performed	21	15.8	1	3.8	20	18.7
Not Performed	112	84.2	25	96.2	87	81.3

SURVEY ITEM 25

REVIEWS AND RECOMMENDS LOCAL, STATE AND/OR NATIONAL LEGISLATION TO IMPROVE VOCATIONAL EDUCATION

	Total		Community College		School District	
	#	%	#	%	#	%
Performed	57	42.9	12	46.2	45	42.1
Not Performed	76	57.1	14	53.8	62	57.9

SURVEY ITEM 26

RECEIVES REPORTS FROM DISTRICT OR COLLEGE ADMINISTRATION ON DISPOSITION OF PREVIOUS ADVICE GIVEN BY THE COMMITTEE

	Total		Community College		School District	
	#	%	#	%	#	%
Performed	53	39.8	14	53.8	39	36.4
Not Performed	80	60.1	12	46.2	68	63.6

SURVEY ITEM 27

THE COMMITTEE COMMUNICATES TRAINING AND MANPOWER NEEDS OF BUSINESS, INDUSTRY GOVERNMENT AND LABOR TO THE SCHOOL DISTRICT

	Total		Community College		School District	
	#	%	#	%	#	%
Performed	97	72.9	20	76.9	77	72.0
Not Performed	36	27.1	6	23.1	30	28.0

SURVEY ITEM 28

ADVISES CONCERNING PROPER SEQUENCING AND UNNECESSARY DUPLICATION OF VOCATIONAL EDUCATION PROGRAMS AMONG JUNIOR HIGH SCHOOLS, SENIOR HIGH SCHOOLS, AREA VOCATIONAL-TECHNICAL CENTERS AND COMMUNITY COLLEGES

	Total		Community College		School District	
	#	%	#	%	#	%
Performed	48	36.1	8	30.8	40	37.4
Not Performed	85	63.9	18	69.2	67	62.6

SURVEY ITEM 29

REVIEWS THE BUDGET TO DETERMINE ITS ADEQUACY FOR SUPPORTING NECESSARY AND APPROPRIATE VOCATIONAL EDUCATIONAL PROGRAMS IN THE DISTRICT

	Total		Community College		School District	
	#	%	#	%	#	%
Performed	38	28.6	5	19.2	33	30.8
Not Performed	95	71.4	21	80.8	74	69.2

SURVEY ITEM 30

MAKES SUGGESTIONS FOR THE RESOLUTION OF CONFLICTS BETWEEN SCHOOLS AND APPRENTICESHIP COMMITTEES

	Total		Community College		School District	
	#	%	#	%	#	%
Performed	33	24.8	5	19.2	28	26.2
Not Performed	100	75.2	21	80.8	79	73.8

SURVEY ITEM 31

THE COMMITTEE REVIEWS JOB PLACEMENT AND FOLLOW-UP INFORMATION ON STUDENTS COMPLETING OR LEAVING THE VOCATIONAL EDUCATION PROGRAM

	Total		Community College		School District	
	#	%	#	%	#	%
Performed	41	30.8	8	30.8	33	30.8
Not Performed	92	69.2	18	69.2	74	69.2

SURVEY ITEM 32

IS YOUR COMMITTEE PRIMARILY SERVING AS A "RUBBER STAMP" FOR SCHOOL OR COLLEGE DISTRICT IDEAS?

	Total		Community College		School District	
	#	%	#	%	#	%
Performed (Yes)	29	21.8	7	26.9	22	20.6
Not Performed (No)	104	78.2	19	73.1	85	79.4

SPECIALIZED ADVISORY COMMITTEE

NUMBER AND PERCENTAGE OF RESPONSES RECEIVED FOR EACH SURVEY ITEM

TOTAL RESPONSE BROKEN DOWN BY COLLEGE AND DISTRICT ADVISED

SURVEY ITEM 1

OUR ADVISORY COMMITTEE ADVISES: (CHECK ONE) A SCHOOL DISTRICT _____, A COMMUNITY COLLEGE _____*

Community College #	Community College %	School District #	School District %	Total Number of Responses
63	44.4	79	55.6	142

*Succeeding response are broken down according to school district or community college advised

SURVEY ITEM 2

TO WHOM DOES YOUR ADVISORY COMMITTEE REPORT OR RENDER ITS ADVICE: (CHECK ONE) SUPERINTENDENT _____, PRESIDENT _____, DEAN OR DIRECTOR _____, SCHOOL OR COLLEGE BOARD _____, OTHER _____

Title	Total #	Total %	Community College #	Community College %	School District #	School District %
Superintendent	21	14.8	1	1.6	20	25.3
President	6	4.2	5	7.9	1	1.3
Dean/Director	65	45.8	41	65.1	24	30.4
School/College Board	23	16.2	10	15.9	13	16.5
Other	22	15.5	4	6.3	18	22.8
No Answer	5	3.5	2	3.2	3	3.8

SURVEY ITEM 3

PLEASE CHECK YOUR POSITION TITLE BELOW: SCHOOL DISTRICT STAFF MEMBER _____, COMMUNITY COLLEGE STAFF MEMBER _____, OTHER GOVERNMENTAL AGENCY STAFF MEMBER _____, REPRESENTATIVE FROM BUSINESS OR INDUSTRY _____, REPRESENTATIVE FROM LABOR UNION _____, STUDENT _____, OTHER _____

Position Title	Total #	Total %	Community College #	Community College %	School District #	School District %
School District Staff Member	14	9.9	1	1.6	13	16.5
Community College Staff Member	8	5.6	6	9.5	2	2.5
Other Governmental Agency Staff Member	22	15.5	14	22.2	8	10.1
Representative from Business or Industry	85	59.9	37	58.7	48	60.8
Representative from Labor Union	1	0.7	0	0.0	1	1.3
Student	0	0.0	0	0.0	0	0.0
Other	12	8.5	5	7.9	7	8.9

SURVEY ITEM 4

WHAT VOCATIONAL AREA DOES YOUR COMMITTEE SERVE: _____ AGRICULTURE/AGRIBUSINESS, _____ BUSINESS AND OFFICE, _____ DISTRIBUTIVE EDUCATION, _____ DIVERSIFIED COOPERATIVE TRAINING, _____ HEALTH OCCUPATIONS EDUCATION, _____ HOME ECONOMICS, _____ INDUSTRIAL EDUCATION, _____ TECHNICAL EDUCATION, _____ WORK EXPERIENCE, _____ OTHER (SPECIFY)

Vocational Area	Total #	Total %	Community College #	Community College %	School District #	School District %
Agriculture/ Agribusiness	9	6.3	6	9.5	3	3.8
Business and Office	11	7.7	5	7.9	6	7.6
Distributive Education	8	5.6	2	3.2	6	7.6
Diversified Cooperative Training	5	3.5	1	1.6	4	5.1
Health Occupations Education	24	16.9	14	22.2	10	12.7
Home Economics	8	5.6	1	1.6	7	8.9
Industrial Education	23	16.2	6	9.5	17	21.5
Technical Education	29	20.4	17	27.0	12	15.2
Work Experience	4	2.8	2	3.2	2	2.5
Other	19	13.2	9	14.3	10	12.7
No Answer	2	1.4	0	0.0	2	2.5

SURVEY ITEM 5

PLEASE INDICATE THE NUMBER OF MEETINGS HELD IN: SCHOOL YEAR 1973/74 - _____, SCHOOL YEAR 1974/75 - _____. HOW MANY DID YOU ATTEND: SCHOOL YEAR 1973/74 - _____, SCHOOL YEAR 1974/75 - _____

School Year 1973/74

Number of Meetings Held	Total #	Total %	Community College #	Community College %	School District #	School District %
0	46	32.4	25	39.7	21	26.6
1	14	9.9	4	6.3	10	12.7
2	29	20.4	12	19.0	17	21.5
3	18	12.7	5	7.9	13	16.5
4	20	14.1	10	15.9	10	12.7
5	2	1.4	1	1.6	1	1.3
6	3	2.1	2	3.2	1	1.3
10	3	2.1	0	0.0	3	3.8
11	1	0.7	0	0.0	1	1.3
12	3	2.1	2	3.2	1	1.3
18	1	0.7	1	1.6	0	0.0
20	1	0.7	1	1.6	0	0.0
52	1	0.7	0	0.0	1	1.3

Mean of meetings held = 2.8

Mode of meetings held = 0

Median of meetings held = 2.0

School Year 1973/74

Number of Meetings Attended	Total #	Total %	Community College #	Community College %	School District #	School District %
0	44	31.0	23	36.5	21	26.6
1	18	12.7	5	7.9	13	16.5
2	34	23.9	15	23.8	19	24.1
3	16	11.3	7	11.1	9	11.4
4	12	8.5	5	7.9	7	8.9
5	2	1.4	1	1.6	1	1.3
6	4	2.8	3	4.8	1	1.3
7	1	0.7	0	0.0	1	1.3
8	3	2.1	1	1.6	2	2.5
9	3	2.1	0	0.0	3	3.8
10	1	0.7	1	1.6	0	0.0
12	3	2.1	2	3.2	1	1.3
50	1	0.7	0	0.0	1	1.3

SURVEY ITEM 5, CONTINUED

Mean of meetings attended = 2.4
Mode of meetings attended = 0
Median of meetings attended = 1.9

School Year 1974/75

Number of Meetings Held	Total #	Total %	Community College #	Community College %	School District #	School District %
0	27	19.0	14	22.2	13	16.5
1	32	22.5	13	20.6	19	24.1
2	31	21.8	15	23.8	16	20.3
3	21	14.8	9	14.3	12	15.2
4	11	7.7	7	11.1	4	5.1
5	5	3.5	0	0.0	5	6.3
6	2	1.4	1	1.6	1	1.3
7	1	0.7	0	0.0	1	1.3
10	4	2.8	0	0.0	4	5.1
11	1	0.7	0	0.0	1	1.3
12	5	3.5	3	4.8	2	2.5
25	1	0.7	1	1.6	0	0.0
52	1	0.7	0	0.0	1	1.3

Mean of meetings held = 2.8
Mode of meetings held = 1
Median of meetings held = 1.9

School Year 1974/75

Number of Meetings Attended	Total #	Total %	Community College #	Community College %	School District #	School District %
0	38	26.8	20	31.7	18	22.8
1	35	24.6	13	20.6	22	27.8
2	28	19.7	13	20.6	15	19.0
3	16	11.3	7	11.1	9	11.4
4	8	5.6	4	6.3	4	5.1
5	3	2.1	1	1.6	2	2.5
6	3	2.1	2	3.2	1	1.3
7	1	0.7	0	0.0	1	1.3
8	2	1.4	0	0.0	2	2.5
9	2	1.4	0	0.0	2	2.5
10	1	0.7	1	1.6	0	0.0
11	1	0.7	1	1.6	0	0.0
12	2	1.4	0	0.0	2	2.5
15	1	0.7	1	1.6	0	0.0
50	1	0.7	0	0.0	1	1.3

Mean of meetings attended = 2.3
Mode of meetings attended = 0
Median of meetings attended = 1.4

SURVEY ITEM 6

INDICATE THE EDUCATIONAL LEVEL YOUR COMMITTEE ADVISES: SECONDARY _____, POST-SECONDARY OR COMMUNITY COLLEGE _____, ADULT _____

Educational Level	Total #	Total %	Community College #	Community College %	School District #	School District %
Secondary	35	24.6	2	3.2	33	41.8
Post-Secondary or Community College	70	49.3	52	82.5	18	22.8
Adult	32	22.5	9	14.3	23	29.1
Other	2	1.4	0	0.0	2	2.5
No Answer	3	2.1	0	0.0	3	3.8

SURVEY ITEM 7

BASED ON PARTICIPATION OF MEMBERS, ATTENDANCE, COMPLETION OF TASKS, AND QUALITY OF ADVISING CONTRIBUTIONS, HOW WOULD YOU RATE THE EFFECTIVENESS OF YOUR COMMITTEE: OUTSTANDING _____, ADEQUATE _____, POOR _____

Effectiveness Rating	Total #	Total %	Community College #	Community College %	School District #	School District %
Outstanding	36	25.4	16	25.4	20	25.3
Adequate	78	54.9	37	58.7	41	51.9
Poor	19	13.4	8	12.7	11	13.9
No Answer	9	6.3	2	3.2	7	8.9

SURVEY ITEM 8

THE COMMITTEE NORMALLY MEETS ACCORDING TO A PRE-ESTABLISHED SCHEDULE _____, ON AN "ON CALL" BASIS _____, OR BOTH ____ (CHECK ONE)

Committee Meetings	Total #	Total %	Community College #	Community College %	School District #	School District %
Scheduled	33	23.2	9	14.3	24	30.4
Called	71	50.0	40	63.5	31	39.2
Both	35	24.6	13	20.6	22	27.8
No Answer	3	2.1	1	1.6	2	2.5

SURVEY ITEM 9

USUALLY, THE PERCENTAGE OF MEMBERS ATTENDING THE MEETING IS: LESS THAN 25% _____, 26% - 50% _____, 51% - 75% _____, OVER 75% _____

Percentage of Members	Total #	Total %	Community College #	Community College %	School District #	School District %
Less than 25%	4	2.8	1	1.6	3	3.8
26% - 50%	10	7.0	5	7.9	5	6.3
51% - 75%	59	41.5	27	42.9	32	40.5
Over 75%	60	42.3	26	41.3	34	43.0
No Answer	9	6.3	4	6.3	5	6.3

SURVEY ITEM 10

AN AGENDA IS PREPARED AND DISTRIBUTED BEFORE THE MEETINGS: YES _____, NO _____

	Total #	Total %	Community College #	Community College %	School District #	School District %
Yes	97	68.3	41	65.1	56	70.9
No	36	25.4	18	28.6	18	22.8
No Answer	9	6.3	4	6.3	5	6.3

SURVEY ITEM 11

ARE MINUTES OF MEETINGS SENT OUT TO MEMBERS? YES _____, NO _____

	Total		Community College		School District	
	#	%	#	%	#	%
Yes	91	64.1	40	63.5	51	64.6
No	40	28.2	17	27.0	23	29.1
No Answer	11	7.7	6	9.5	5	6.3

SURVEY ITEM 12

DO COMMITTEE MEMBERS HAVE AN ADEQUATE KNOWLEDGE OF WHAT IS EXPECTED OF THEM? YES _____, NO _____

	Total		Community College		School District	
	#	%	#	%	#	%
Yes	115	81.0	51	81.0	64	81.0
No	20	14.1	9	14.3	11	13.9
No Answer	7	4.9	3	4.8	4	5.1

SURVEY ITEM 13*

REVIEWS EQUIPMENT AND FACILITIES

	Total		Community College		School District	
	#	%	#	%	#	%
Performed	94	66.2	44	69.8	50	63.3
Not Performed	48	33.8	19	30.2	29	36.7

*Survey questionnaire instructions for items 13 through 35 state, "Please indicate (by placing an X in front of the number) if your committee has performed or is performing the following activities."

SURVEY ITEM 14

REVIEWS COURSE CONTENT, COURSE OUTLINES, INSTRUCTIONAL MATERIAL AND TEXTBOOKS BEING USED

	Total		Community College		School District	
	#	%	#	%	#	%
Performed	105	73.9	52	82.5	53	67.1
Not Performed	37	26.1	11	17.5	26	32.9

SURVEY ITEM 15

PROVIDES SPEAKERS AS RESOURCE INSTRUCTORS TO ASSIST TEACHERS

	Total		Community College		School District	
	#	%	#	%	#	%
Performed	66	46.5	24	38.1	42	53.2
Not Performed	76	53.5	39	61.9	37	46.8

SURVEY ITEM 16

PROVIDES NEEDED MATERIALS AND EQUIPMENT FOR EXHIBIT AND INSTRUCTIONAL PURPOSES IN CLASSROOMS AND SHOPS

	Total		Community College		School District	
	#	%	#	%	#	%
Performed	56	39.4	24	38.1	32	40.5
Not Performed	86	60.6	39	61.9	47	59.5

SURVEY ITEM 17

PROVIDES JOB DESCRIPTIONS AND INDUSTRY OCCUPATIONAL STANDARDS FOR ENTRY-LEVEL JOBS

	Total		Community College		School District	
	#	%	#	%	#	%
Performed	77	54.2	35	55.6	42	53.2
Not Performed	65	45.8	28	44.4	37	46.8

SURVEY ITEM 18

ASSISTS IN THE SCREENING OF STUDENTS APPLYING FOR ADMISSION TO THE COURSES

	Total		Community College		School District	
	#	%	#	%	#	%
Performed	25	17.6	10	15.9	15	19.0
Not Performed	117	82.4	53	84.1	64	81.0

SURVEY ITEM 19

ASSISTS IN PLACING SCHOOL GRADUATES IN JOBS

	Total		Community College		School District	
	#	%	#	%	#	%
Performed	70	49.3	30	47.6	40	50.6
Not Performed	72	50.7	33	52.4	39	49.4

SURVEY ITEM 20

ASSISTS IN PREPARATION AND REVIEW OF BUDGET REQUESTS FOR EQUIPMENT AND SUPPLIES

	Total		Community College		School District	
	#	%	#	%	#	%
Performed	40	28.2	13	20.6	27	34.2
Not Performed	102	71.8	50	79.4	52	65.8

SURVEY ITEM 21

ASSISTS IN SURVEYS OF LOCAL MANPOWER INDUSTRY NEEDS

	Total		Community College		School District	
	#	%	#	%	#	%
Performed	67	47.2	29	46.0	38	48.1
Not Performed	75	52.8	34	54.0	41	51.9

SURVEY ITEM 22

PROVIDES SPEAKERS TO ADDRESS CIVIC AND TRADE GROUPS CONCERNING VOCATIONAL EDUCATION

	Total		Community College		School District	
	#	%	#	%	#	%
Performed	32	22.5	12	19.0	20	25.3
Not Performed	110	77.5	51	81.0	59	74.7

SURVEY ITEM 23

PROVIDES NEWS STORIES CONCERNING VOCATIONAL EDUCATION TO LOCAL NEWS MEDIA

	Total		Community College		School District	
	#	%	#	%	#	%
Performed	22	15.5	6	9.5	16	20.3
Not Performed	120	84.5	57	90.5	63	79.7

SURVEY ITEM 24

FORECASTS TRENDS WHICH AFFECT FUTURE TRAINING AND EMPLOYMENT

	Total		Community College		School District	
	#	%	#	%	#	%
Performed	81	57.0	35	55.6	46	58.2
Not Performed	61	43.0	28	44.4	33	41.8

SURVEY ITEM 25

ASSISTS IN THE ESTABLISHMENT OF TEACHER QUALIFICATION REQUIREMENTS

	Total		Community College		School District	
	#	%	#	%	#	%
Performed	27	19.0	6	9.5	21	26.6
Not Performed	115	81.0	57	90.5	58	73.4

SURVEY ITEM 26

SUGGESTS TEACHER RECRUITMENT POLICIES

	Total		Community College		School District	
	#	%	#	%	#	%
Performed	21	14.8	7	11.1	14	17.7
Not Performed	121	85.2	56	88.9	65	82.3

SURVEY ITEM 27

RECOMMENDS TEACHER CANDIDATES FOR VOCATIONAL EDUCATION

	Total		Community College		School District	
	#	%	#	%	#	%
Performed	27	19.0	11	17.5	16	20.3
Not Performed	115	81.0	52	82.5	63	79.7

SURVEY ITEM 28

ASSISTS IN EVALUATING STUDENT PERFORMANCE IN SCHOOL

	Total		Community College		School District	
	#	%	#	%	#	%
Performed	36	25.4	10	15.9	26	32.9
Not Performed	106	74.6	53	84.1	53	67.1

SURVEY ITEM 29

ASSISTS IN EVALUATING THE GRADUATE'S PERFORMANCE ON THE JOB

	Total		Community College		School District	
	#	%	#	%	#	%
Performed	48	33.8	19	30.2	29	36.7
Not Performed	94	66.2	44	69.8	50	63.3

SURVEY ITEM 30

ASSISTS IN EVALUATING THE TEACHER'S PERFORMANCE

	Total		Community College		School District	
	#	%	#	%	#	%
Performed	21	14.8	6	9.5	15	19.0
Not Performed	121	85.2	57	90.5	64	81.0

SURVEY ITEM 31

ASSISTS IN COMPARING PROGRAM ACCOMPLISHMENTS WITH PROGRAM OBJECTIVES

	Total		Community College		School District	
	#	%	#	%	#	%
Performed	57	40.1	28	44.4	29	36.7
Not Performed	85	59.9	35	55.6	50	63.3

SURVEY ITEM 32

RECOMMENDS POSSIBLE PLACES OF EMPLOYMENT FOR COOPERATIVE EDUCATION STUDENTS

	Total		Community College		School District	
	#	%	#	%	#	%
Performed	71	50.0	29	46.0	42	53.2
Not Performed	71	50.0	34	54.0	37	46.8

SURVEY ITEM 33

REVIEWS POLICIES AND ACTIVITIES OF CO-CURRICULAR VOCATIONAL STUDENT ORGANIZATIONS (e.g., FFA, VICA, DECA, FBLA)

	Total		Community College		School District	
	#	%	#	%	#	%
Performed	22	15.5	7	11.1	15	19.0
Not Performed	120	84.5	56	88.9	64	81.0

SURVEY ITEM 34

SUPPORTS LOCAL, STATE AND NATIONAL LEGISLATION WHICH ASSISTS VOCATIONAL AND TECHNICAL EDUCATION

	Total		Community College		School District	
	#	%	#	%	#	%
Performed	64	45.1	23	36.5	41	51.9
Not Performed	78	54.9	40	63.5	38	48.1

SURVEY ITEM 35

RECEIVES REPORTS FROM SCHOOL ON DISPOSITION OF PREVIOUS ADVICE GIVEN BY THE COMMITTEE

	Total		Community College		School District	
	#	%	#	%	#	%
Performed	69	48.6	29	46.0	40	50.6
Not Performed	73	51.4	34	54.0	39	49.4

APPENDIX B

GENERAL ADVISORY COMMITTEES

PLANNING

Number and percentage of Yes/No responses for items considered to be "Planning" practices, divided according to school and college district.

	School				College			
	Yes Responses		No Responses		Yes Responses		No Responses	
Item #	#	%	#	%	#	%	#	%
18	77	72.0	30	28.0	19	73.1	7	26.9
19	39	36.4	68	63.6	10	38.5	16	61.5
23	31	29.0	76	71.0	6	23.1	20	76.9
27	77	72.0	30	28.0	20	76.9	6	23.1
28	40	37.4	67	62.6	8	30.8	18	69.2
30	28	26.2	79	73.8	5	19.2	21	80.8
Average	48.7	45.5	58.3	54.5	11.3	43.6	14.7	56.4

IMPLEMENTATION

Number and percentage of Yes/No responses for items considered to be "Implementation" practices, divided according to school and college district.

	School				College			
	Yes Responses		No Responses		Yes Responses		No Responses	
Item #	#	%	#	%	#	%	#	%
20	49	45.8	58	54.2	15	57.7	11	42.3
21	53	49.5	54	50.5	16	61.5	10	38.5
22	69	64.5	38	35.5	20	76.9	6	23.1
26	39	36.4	68	63.6	14	53.8	12	46.2
Average	52.5	49.1	54.5	50.9	16.2	62.5	9.8	37.5

EVALUATION

Number and percentage of Yes/No responses for items considered to be "Evaluation" practices, divided according to school and college district.

	School				College			
	Yes Responses		No Responses		Yes Responses		No Responses	
Item #	#	%	#	%	#	%	#	%
24	20	18.7	87	81.3	1	3.8	25	96.2
25	45	42.1	62	57.9	12	46.2	14	53.8
29	33	30.8	74	69.2	5	19.2	21	80.8
31	33	30.8	74	69.2	8	30.8	18	69.2
Average	32.8	30.6	74.2	69.4	6.5	25.0	19.5	75.0

SPECIALIZED ADVISORY COMMITTEES

PLANNING

Number and percentage of Yes/No responses for items considered to be "Planning" practices, divided according to school and college district.

	School				College			
	Yes Responses		No Responses		Yes Responses		No Responses	
Item #	#	%	#	%	#	%	#	%
17	42	53.2	37	46.8	35	55.6	28	44.4
20	27	34.2	52	65.8	13	20.6	50	79.4
21	38	48.1	41	51.9	29	46.0	34	54.0
24	46	58.2	33	41.8	35	55.6	28	44.4
25	21	26.6	58	73.4	6	9.5	57	90.5
26	14	17.7	65	82.3	7	11.1	56	88.9
Average	31.3	39.7	47.7	60.3	20.8	33.1	42.2	66.9

IMPLEMENTATION

Number and percentage of Yes/No responses for items considered to be "Implementation" practices, divided according to school and college district.

	School				College			
	Yes Responses		No Responses		Yes Responses		No Responses	
Item #	#	%	#	%	#	%	#	%
15	42	53.2	37	46.8	24	38.1	39	61.9
16	32	40.5	47	59.5	24	38.1	39	61.9
18	15	19.0	64	81.0	10	15.9	53	84.1
19	40	50.6	39	49.4	30	47.6	33	52.4
22	20	25.3	59	74.7	12	19.0	51	81.0
23	16	20.3	63	79.7	6	9.5	57	90.5
27	16	20.3	63	79.7	11	17.5	52	82.5
32	42	53.2	37	46.8	29	46.0	34	54.0
34	41	51.9	38	48.1	23	36.5	40	63.5
35	40	50.6	39	49.4	29	46.0	34	54.0
Average	30.4	38.5	48.6	61.5	19.8	31.4	43.2	68.6

EVALUATION

Number and percentage of Yes/No responses for items considered to be "Evaluation" practices, divided according to school and college district.

	School				College			
	Yes Responses		No Responses		Yes Responses		No Responses	
Item #	#	%	#	%	#	%	#	%
13	50	63.3	29	36.7	44	69.8	19	30.2
14	53	67.1	26	32.9	52	82.5	11	17.5
28	26	32.9	53	67.1	10	15.9	53	84.1
29	29	36.7	50	63.3	19	30.2	44	69.8
30	15	19.0	64	81.0	6	9.5	57	90.5
31	29	36.7	50	63.3	28	44.4	35	55.6
33	15	19.0	64	81.0	7	11.1	56	88.9
Average	31.0	39.2	48.0	60.8	23.7	37.6	39.3	62.4

RANKING OF PRACTICES WITH SELF-REPORTED EFFECTIVENESS

USING THE PHI COEFFICIENT

General			Specialized		
Ranking	Item #	Phi Coefficient	Ranking	Item #	Phi Coefficient
1.0	32	.60*	1.0	31	.51*
2.0	22	.58*	2.0	27	.44*
3.0	20	.53*	3.0	15	.41*
4.0	26	.50*	4.0	16	.38*
5.5	19	.49*	5.0	29	.37*
5.5	23	.49*	6.5	24	.36*
7.0	25	.45*	6.5	35	.36*
8.0	18	.43*	8.0	21	.34*
9.0	30	.42*	10.0	14	.32*
10.0	27	.40*	10.0	26	.32*
11.0	28	.38*	10.0	28	.32*
12.0	29	.35*	12.5	13	.31*
13.0	31	.31	12.5	32	.31*
14.0	21	.25	14.0	22	.26
15.0	24	.06	15.5	18	.24
			15.5	30	.24
			17.0	33	.19
			18.0	19	.16
			19.0	34	.15
			20.0	25	.14
			21.5	20	.11
			21.5	23	.11
			23.0	17	.09

*Significant at the .05 level

APPENDIX C

Excerpts from letters received in response to the questionnaire.

June 12, 1975

Dear Sir:

I am on three advisory boards to vocational educational programs--two with----community college and one with the school board placement and follow-up (career counseling) program.

None meet regularly or are active in the sense indicated. Mostly there is contact with the individual coordinator of the program, highlighting possibilities of placing students.

July 15, 1975

I resigned from the advisory committee to the -- -- county school board several months ago. Felt that we were not being heard; therefore, we were doing no good.

June 2, 1975

I presume your inquiry refers to ---- Community college, where I was requested to serve on an advisory committee some time ago--over a year, I believe. The committee met once, and I have not heard anything about it since. It did not meet for a business meeting, and I assume it has been discontinued.

APPENDIX D

SURVEY OF GENERAL ADVISORY COMMITTEES IN VOCATIONAL EDUCATION

(Please return as soon as possible to Dr. William P. Danenburg, FAO 232, University of South Florida, Tampa, Florida 33620)

1. Our advisory committee advises: (check one) a school district _____, a community college _____.

2. To whom does your advisory committee report or render its advice: (check one)
Superintendent _____, President _____, Dean or Director _____, School or College Other _____, Board _____

3. Please check your position title below:
School District Staff Member _____
Community College Staff Member _____
Other Governmental Agency Staff Member _____
Representative from Business or Industry _____
Representative from Labor Union _____
Student _____
Other _____

4. Please indicate the approximate number of meetings held in:
School year 1973/74 - _____, School year 1974/75 - _____

5. Based on participation of members, attendance, completion of tasks, and quality of advisory contributions, how would YOU rate the effectiveness of your General Advisory Committee:
Outstanding _____, Adequate ____, Poor _____

6. Committee members have an adequate knowledge of what is expected of them:
Yes _____, No _____

7. The committee normally meets according to a pre-established schedule _____, on an "on call" basis _____, or both _____ (check one)

8. Usually, the percentage of members attending the meeting is:
less than 25% _____, 26% - 50% _____, 51% - 75% _____, over 75% _____

9. An agenda is prepared and distributed one day or more prior to the meetings:
Yes _____, No _____

10. Minutes of meetings are sent out to (check those applicable):
Members _____, School or College Board _____, Director _____, Dean _____, Superintendent _____, College President _____.

11. Chairmen of specialized (e.g., auto mechanics, cosmetology) vocational committees in your district serve as members of the General Advisory Committee:
All _____, Some _____, None _____

12. How many members are there on your General Advisory Committee? _____

13. For how many years were you appointed as a committee member? _____

14. Do members serve for staggered terms: Yes _____, No _____

15. Who appointed you to the General Advisory Committee: Superintendent _____, College President _____, Director _____, Dean _____, School Board _____, College Board of Trustees _____, Other _____.

16. Does a school or college staff member serve as a member?
Yes, ex officio _____, Yes, voting _____, No _____

17. To what degree has the district acted favorably on your recommendations?
Slightly _____, Moderately _____, Greatly _____

Please indicate (by placing an X in front of the number) if your committee has performed or is performing the following activities:

___18. Advises the school district on the development of new courses and programs and/or the elimination of unneeded existing courses and programs

___19. Studies and suggests improved teaching techniques for vocational education

___20. Assists in the procurement of available training equipment and supplies from business, industry and/or trade associations

___21. Assists in arranging cooperative work-study employment for vocational education students

___22. Provides information for the community on the role of vocational education

___23. Suggests research and evaluation projects for vocational education

___24. Reviews the policies and activities of co-curricular vocational student organizations (e.g., FFA, VICA, DECA, FBLA) and makes recommendations for their improvement

___25. Reviews and recommends local, state and/or national legislation to improve vocational education

___26. Receives reports from district or college administration on disposition of previous advice given by the committee

___27. The committee communicates training and manpower needs of business, industry, government and labor to the school district

___28. Advises concerning proper sequencing and unnecessary duplication of vocational education programs among Junior High Schools, Senior High Schools, Area Vocational-Technical Centers and Community Colleges

___29. Reviews the budget to determine its adequacy for supporting necessary and appropriate vocational educational programs in the district

___30. Makes suggestions for the resolution of conflicts between schools and apprenticeship committees

___31. The committee reviews job placement and follow-up information on students completing or leaving the vocational education program

___32. Is your committee primarily serving as a "rubber stamp" for school or college district ideas

SURVEY OF SPECIALIZED ADVISORY COMMITTEES IN VOCATIONAL EDUCATION

(Please return as soon as possible to Dr. William P. Danenburg, FAO 232, University of South Florida, Tampa, Florida 33620)

1. Our advisory committee advises: (check one) a school district _____, a community college _____.

2. To whom does your advisory committee report or render its advice: (check one)
Superintendent _____, President _____, Dean or Director _____, School or College Board _____
Other _____,

3. Please check your position title below:
School District Staff Member _____
Community College Staff Member_____
Other Governmental Agency Staff Member _____
Representative from Business or Industry _____
Representative from Labor Union _____
Student _____
Other _____

4. What vocational area does your committee serve:
___Agriculture/Agribusiness
___Business and Office
___Distributive Education
___Diversified Cooperative Training
___Health Occupations Education
___Home Economics
___Industrial Education
___Technical Education
___Work Experience
___Other (specify): _____

5. Please indicate the number of meetings held in:
School year 1973/74 - _____, School year 1974/75 - _____
How many did you attend:
School year 1974/74 - _____, School year 1974/75 - _____

6. Indicate the educational level your committee advises:
Secondary _____, Post-Secondary or community college _____, Adult _____

7. Based on participation of members, attendance, completion of tasks, and quality of advising contributions, how would YOU rate the effectiveness of your committee:
Outstanding _____, Adequate _____, Poor _____.

8. The committee normally meets according to a pre-established schedule _____, on an "on call" basis _____, or both _____ (check one)

9. Usually, the percentage of members attending the meeting is:
less than 25% _____, 26% - 50% _____, 51% - 75% _____, over 75% _____

10. An agenda is prepared and distributed before the meetings: Yes _____, No _____

11. Are minutes of meetings sent out to members? Yes _____, No _____

12. Do committee members have an adequate knowledge of what is expected of them?
Yes _____, No _____

Please indicate (by placing an X in front of the number) if your committee has performed or is performing the following activities:

___13. Reviews equipment and facilities

___14. Reviews course content, course outlines, instructional material and textbooks being used

___15. Provides speakers as resource instructors to assist teachers

___16. Provides needed materials and equipment for exhibit and instructional purposes in classrooms and shops

___17. Provides job descriptions and industry occupational standards for entry-level jobs

___18. Assists in the screening of students applying for admission to the courses

___19. Assists in placing school graduates in jobs

___20. Assists in preparation and review of budget requests for equipment and supplies

___21. Assists in surveys of local manpower industry needs

___22. Provides speakers to address civic and trade groups concerning vocational education

___23. Provides news stories concerning vocational education to local news media

___24. Forecasts trends which affect future training and employment

___25. Assists in the establishment of teacher qualification requirements

___26. Suggests teacher recruitment policies

___27. Recommends teacher candidates for vocational education

___28. Assists in evaluating student performance in school

___29. Assists in evaluating the graduate's performance on the job

___30. Assists in evaluating the teacher's performance

___31. Assists in comparing program accomplishments with program objectives

___32. Recommends possible places of employment for cooperative education students

___33. Reviews policies and activities of co-curricular vocational student organizations (e.g., FFA, VICA, DECA, FBLA)

___34. Supports local, state and national legislation which assists vocational and technical education

___35. Receives reports from school on disposition of previous advice given by the committee

FIVE GEOGRAHICAL AREAS

AREA OFFICES

Area I Office
480 Barnett Bank Bldg.
Tallahassee 32304
(Phone 904/488-1826)

Area II Office
1219 West University Ave.
Gainesville 32601
(Phone 904/373-8551)

Area III Office
6880 Lake Ellenor Drive
Orlando Central Park
Orlando 32809
(Phone 305/851-6270)

Area IV Office
715 East Bird Street
Pan American Bank Bldg.
Tampa 33604
(Phone 813/933-2802)

Area V Office
8132 State Road 808
Boca Raton 33432
(Phone 305/395-9401)

DIVISION OF VOCATIONAL TECHNICAL AND ADULT EDUCATION

DEPARTMENT OF EDUCATION
TALLAHASSEE • FLORIDA

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